



# GACE® Teacher Leadership Assessment

## Library of Examples

### Task 5: Identification of Colleagues

Below is an example of a written response to Identification of Colleagues. The candidate response was not corrected or changed from what was submitted. This information is being provided for illustrative purposes only. While Identification of Colleagues does not receive a score, this is an example that candidates can use for comparison purposes to see the kinds of evidence that they may need to add to their own work in order to give the rater a perspective on the colleagues around whom this response is based.

#### Guiding Prompt for Identification of Colleagues

Select a group of colleagues (two or more) with whom you will work to improve their collaboration skills in interacting with families and the community. Briefly describe your colleagues and tell why you selected them.

#### Example 1: Good/Excellent

Our community cares about children's health. In 2010, alarmed by the reported Obesity Rate of 40% in African American and Hispanic communities (Letsmove.com), we created a council, initiating a number of outreach projects to provide knowledge of better nutrition. Our school created a Nutrition Garden to teach students about nutrition and biology. Based on a September Needs Assessment, and at the urging of administrators wanting tighter community collaboration, we formed a Community Inclusion Team (CIT): teachers from each grade, the school counselor, two administrators, and a Title I parent liaison. All shared the same goal: to strengthen bonds between school and home to help our children succeed educationally and nutritionally. During our meetings, I identified two teachers who could improve their ability to interact with parents. Rachel, a second-year teacher, becomes stressed at parent conferences and falls back on educational jargon. Marjorie, a 15-year veteran teacher, has low expectations of family and community involvement. I asked these two teachers to spearhead a project with me that would meet the NA goal, create stronger community interaction, address the teachers' needs, and use a resource already available—our Nutrition Garden.

### **Example 2: Good/Excellent**

I selected three colleagues to improve their collaboration and interaction skills. The first colleague was the high school athletic director (AD) and also a Health and Physical Education instructor. The athletic director has coached and taught for 19 years. The athletic director has taught Georgia Studies, Health, Physical Education, Weight Lifting, and Special Education. His experience, position and connections to the community will be very beneficial to this project. The next colleague was a health teacher who has coached and taught for 18 years. The health teacher has taught Health and Physical Education at the elementary, middle and at the high school level. She also teaches Weight Lifting. The physical education teacher has experience working with many colleagues who teach different subject areas and grade level. She also knows a lot of the families in our community, because she has taught a lot of our students. The third colleague was the high school's School Improvement Specialist (SIS). The SIS has his specialist degree in leadership, and is TKES/LKES Certified and Gifted Education Certified. He has been in education for 13 years. The SIS taught Science in grades 6-12, and AP Biology. The teacher-leader chose the SIS because he understands what needs to be done to improve school and learning. The SIS is also involved with all of the schools and helped develop the School Improvement Plan.

### **Example 1: Weak/Fair**

The colleagues that worked together during this project were all members of a seventh-grade team. They included the teacher-leader (science), a math, language arts, and social studies teacher. Years of experience ranged from first year, to five years. These colleagues were selected because it is evident that new teachers need help with communicating with parents effectively.

### **Example 2: Weak/Fair**

Students need to feel more emotionally connected to the school's culture at D.T. Matthews High School. The teachers and staff need to maximize current technological resources to create connections that encourage student engagement in after-school activities, including sports and clubs. I met with Dr. Cooper for my Teacher Leadership Meeting by using an online video chat app. Dr. Washington is the professor of my 8001 Leadership Class. We mapped out some basic ways to enhance school culture. I mentioned our website and videos of players discussing upcoming games to encourage student participation. I am also working with Mrs. Brady (who runs the yearbook at Southwest High School). We discussed enhancing the school's website through uploading pictures not used in the yearbook. I told her the areas in which I needed pictures (sports teams, extracurricular activities, and larger events). She told me the yearbook staff would stop by and meet with me. Throughout the project, I spoke with Ms. Martin and Ms. Kumar, Media Center Specialists and school webpage designers, about uploading photos to the website. They were hesitant to do so due to student confidentiality and publishing photos on the web. I assured them I would notify the front office and locate the names of students whose parents signed forms refusing public display their students on the web.